

PSYCHED SERVICES REPORT WRITING STYLE GUIDE

WELCOME!

We are Psyched that you have accessed our Style Guide.

In this document, you will find style and formatting guidelines for report writing and proofreading that will maximize readability and increase the user-friendliness of your reports by ensuring consistency, grammatical accuracy, and adherence to commonly accepted best practices for writing style standards. For technical details not specifically covered in this document, please use the most recent edition of the APA Style Guide.

Welcome!	
Table of Contents	
Content Writing Style	1
Audience and Tone	
User-Friendly	
Strength-Based	
Results-Oriented	
Up-to-Date Language	
General Guidelines for Writing	2-3
Font	
Type: Palatino	
Formatting	
Margins: Justified	
Use complete sentences	
Use specific and descriptive language (as opposed to vague or clinical terms)	
Describe areas of strength and need	
Use professionally worded language	
Use active voice when writing	
Verb Tense	
Referring to People	4-5
Use titles when referring to parents and teachers	
Gendered pronouns	
Use person-first language	
Use emotionally neutral expressions	
Mechanics of Writing	5-7
Abbreviations	
Acronyms	
Contractions	
Capitalization	8-9
General Capitalization Rules	
Proper Nouns	
Medical Conditions, Areas of Disability, Therapies, Assessments	

Punctuation	10-19
Commas & Semicolons	
Commas in a series	
Commas joining two independent clauses	
Commas and essential (and nonessential) clauses	
Commas and dates	
Commas and numbers	
Commas and ages and measurements	
Commas and qualifiers	
Commas and quotation marks	
Commas and abbreviations	
Hyphens	
Hyphenate compound adjectives (two adjectives that occur together before a noun)	
Hyphenate phrases used as adjectives when they come before the term they modify	
Sometimes hyphenate words with prefixes	
Always hyphenate compound words with self, whether they are adjectives or nouns	
Hyphenating numbers	
Do not hyphenate racial and ethnic group names	
Hyphenating ages & grades	
Common Words We Wonder About Hyphenating	
Slash Marks	
Ampersand	
Quotation Marks	
Numbers, Dates, and Time	20-22
Dates	
Time	
Numbers	
Formatting Dos and Don'ts	23-24

CONTENT WRITING STYLE

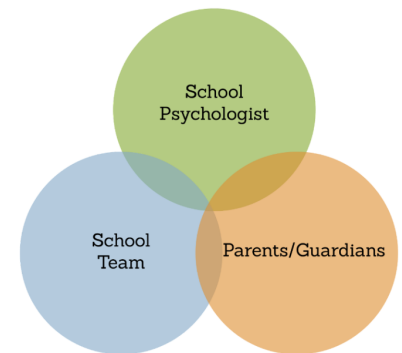
Audience and Tone

We are writing for parents and educators. When explaining results, try to imagine their perspectives. What concerns and questions caused them to request an evaluation? What information do they hope to gain?

Most parents, general education teachers, and administrators do not have a background in special education. Their goal is simply to help the child. As advocates for children, our reports can help by setting the tone for how others view them, and by providing the legal backing they may need to access the appropriate support.

User-Friendly

- Strive for brevity and simplicity.
- Minimize technical jargon.
- Provide context (real-world examples).
- Provide background knowledge (e.g., a brief description of key words or relevant history).
- Complete and use the One-page Summary when presenting results (Refer to our training on this useful tool for presenting evaluation results in a succinct and strengths-based manner at Psyched Services' One-Page Summary: The Stress-Free IEP Meeting Is Here (Really). - learn.do).



Strength-Based

- Use inclusive and child-centered language (e.g., child with a visual impairment rather than visually impaired child). However, please note that the decision to use person-first language can vary depending on the audience and individual; for instance, many individuals in the autistic community have recently come out in support of identify-first language specifically for autistic individuals, and more about that topic can be referenced on the Autistic Self-Advocacy Network website here Identity-First Language - Autistic Self Advocacy Network (autisticadvocacy.org)).
- When possible, replace deficit-oriented language with a positive alternative.
- When presenting results, lead with student strengths.
- When making recommendations, emphasize the role of student strengths in learning.

Results-Oriented

- Ensure that recommendations are practical for use in the school setting.
- Offer tangible and practical tools that parents and schools can use right away.
- Include functional implications that describe what the results actually mean.

Up-to-Date Language

- Ensure that your use of terms is up to date with common usage within the field of education and school psychology. For instance, there is currently a move away from the use of the term "nonverbal" to "non-speaking," given that many students who do not speak do use sounds or other verbal means as communication.

GENERAL GUIDELINES FOR WRITING

Establishing guidelines for font, sizing, and formatting helps ensure that everyone within a district or department is using a writing style that is consistent and streamlined, which results in reports that are user-friendly for the reader.

Font

Type:	Palatino
Size:	Title of report, 14 pt Table at top (name, date, school, etc.), 12 pt Body of report, 11 pt

Formatting

Spacing:	One space, not two, after a period Single-space line spacing One blank line between paragraphs/sections
Margins:	Justified

Use complete sentences

Correct

- ✓ Sarah's mother noted that Sarah screams when feeling scared.

Incorrect

- ✗ Teacher reported at-risk skills in functional communication.

Use specific and descriptive language (as opposed to vague or clinical terms)

Correct

- ✓ According to John's mother, John sometimes appears odd or immature.

Incorrect (using test names and jargon)

- ✗ Clinically significant results were achieved in the atypicality section of the parent BASC-3.
- ✗ Parent reported at-risk skills in functional communication.

GENERAL GUIDELINES FOR WRITING

Describe areas of strength and need

Correct

- ✓ Sarah did well when identifying patterns and solving puzzles but struggled with timed tasks.
- ✓ Pablo uses a wheelchair to navigate the environment.

Incorrect (no strength is identified)

- ✗ Johnny has a relative weakness in math calculation.
- ✗ Pablo is confined to a wheelchair at school.

Use professionally worded language

Correct

- ✓ Compared with other skills, Johnny appears to have the most difficulty memorizing facts.

Incorrect

- ✗ Sarah is bad at remembering facts.

Use active voice when writing

Correct

- ✓ Travon's mother reported that Travon often seems out of touch with reality at home.

Incorrect (written using passive voice)

- ✗ Results indicating concerns in odd behaviors were achieved on a parent rating scale.

Verb Tense

Always use past tense, particularly when reporting parent/teacher rating scales.

Correct

- ✓ Travis' mother reported that he often feels sad.

Incorrect

- ✗ Travis' mother reports that he often feels sad.

REFERRING TO PEOPLE

For comprehensive guidance on using unbiased language, please see the Guidelines for Unbiased Language at www.apastyle.org

Use titles when referring to parents and teachers

Do not refer to parents/teachers by name in the report. Use titles (e.g., XX's math teacher)

Correct

- ✓ Kiva's mother reported that Kiva has difficulty finishing work during class time.

Incorrect

- ✗ Ms. Chen reported that Kiva has difficulty finishing work during class time.

Be sure to follow the same rule when starting a sentence with the parent or teacher.

Correct

- ✓ Kiva's art teacher reported that Kiva has difficulty finishing work during class time.

Incorrect

- ✗ Teacher reported that Kiva has difficulty finishing work during class time.

Gendered pronouns

When using pronouns, use the student's preferred pronoun (he/she/they) as reported in the student interview (or for younger students as reported in the parent form). If there are discrepancies, ask the student how they want to be addressed in the report, and check with your coach if you are not sure.

Use person-first language

Words are important! Our evaluations convey an important message. Many of the children we serve may have disabilities, but they are not defined by them. It is important that we maintain the integrity of the whole child.

Correct

- ✓ Terrell has been diagnosed with a mental illness by a pediatrician.

Incorrect (defines Terrell by his illness)

- ✗ According to Terrell's doctor, Terrell is mentally ill.

Correct

- ✓ Shay has had an amputation.
- ✓ John has paraplegia.
- ✓ Silvia has a specific learning disability.

Incorrect

- ✗ Shay is an amputee.
- ✗ John is a paraplegic.
- ✗ Silvia is learning disabled.

REFERRING TO PEOPLE

For comprehensive guidance on using unbiased language, please see the Guidelines for Unbiased Language at www.apastyle.org

Use emotionally neutral expressions

Correct

- ✓ Patsy experienced a stroke at 7 years of age.
- ✓ Ronald has multiple sclerosis.

Incorrect (has negative overtones and suggests helplessness)

- ✗ Patsy is a stroke victim.
- ✗ Ronald suffers from multiple sclerosis.

MECHANICS OF WRITING

Abbreviations

Use common abbreviations, such as:

C-section	cesarean section
1:1	one-on-one
lb	pounds
oz	ounces
IQ	Intelligence quotient

DO NOT abbreviate the following units of time:

second	day
minute	week
hour	month
	year

MECHANICS OF WRITING

Acronyms

Write out in the first instance, use acronyms thereafter. If the term is only used once in the report, just spell out the term without adding the acronym in parentheses.

Correct

- ✓ Kelsie transitioned to the Monterey County Office of Education (MCOE).
- ✓ The MCOE program's principal reported that Kelsie came to school regularly last year.
- ✓ John has a medical diagnosis of attention-deficit/hyperactivity disorder (ADHD).
- ✓ John's mother reported that John struggled at school due to his ADHD.

Always spell out special education eligibilities (parents are not familiar with these acronyms)

Correct

- ✓ Patsy is currently eligible for a Specific Learning Disability.

Incorrect

- ✗ Patsy is currently eligible for SLD.

List:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Speech or Language Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Visual Impairment

MECHANICS OF WRITING

Common Acronyms

ABA	applied behavior analysis	ELA	English language arts
ADHD	attention-deficit/hyperactivity disorder	ESL	English as a second language
ADL	activities of daily living	FBA	functional behavior assessment
AP	advanced placement	OT	occupational therapy
AT	assistive technology	PE	physical education
BICS	Basic Interpersonal Communication Skills	PECS	Picture Exchange Communication System
BIP	behavior intervention plan	PT	physical therapy
CALP	Cognitive Academic Language Proficiency	PTSD	post-traumatic stress disorder
CICO	Check-In/Check-Out	SEL	social-emotional learning
COVID-19	2019 novel coronavirus	SST	student study team
EL	English learner	STEM	science, technology, engineering, and mathematics
SST	student study team		
STEM	science, technology, engineering, and mathematics		

Contractions

Only use contractions in a direct quote.

Correct

- ✓ Anna did not want to join the game.
- ✓ John exclaimed, "Don't do that!"

CAPITALIZATION

General Capitalization Rules

DO Capitalize

- The first word in a title or heading
- Titles of articles, books, reports, web pages, and other works
- Table column headings

Proper Nouns

DO Capitalize

- Names of people, places, and things
- Names of racial and ethnic groups (Black, Asian, White, Latinx, etc.)
- Brand-name medications
- Job titles when the title precedes the person's name
- Specific products
- Specific classes

DO NOT Capitalize

- General job titles or professions
- Descriptions of programming
- Generic medication names
- Types of services or interventions
- General class types or programming

Capitalize

Dr. Naglieri
Principal Jones
Child Find, Section 504
Austin High School
Algebra II, World Geography
Prozac
Bookshare
LEGOs

Do not Capitalize

research psychologist
principal
pre-referral team
a high school
math, history, inclusion class
fluoxetine
a reading intervention program
building blocks

CAPITALIZATION

Medical Conditions, Areas of Disability, Therapies, Assessments

DO Capitalize

- IDEA eligibility categories
- Specific therapies and interventions
- Names of assessment tools
- Diseases, disorders, and syndromes that include personal names (eponyms) within the term (note that only the eponym should be capitalized, not the accompanying word; e.g., syndrome, disease, etc.)

DO NOT Capitalize

- Most medical and DSM-5-TR diagnoses, unless they are used in a heading
- Names of descriptive categories
- Descriptions of programming
- Words to describe assessment

Capitalize

Speech or Language Impairment,
Specific Learning Disability
Autism
Tourette syndrome
Applied Behavior Analysis
Positive Behavior Intervention Support
Zones of Regulation
BASC-3, WISC-V

Do not Capitalize

generalized anxiety,
major depressive disorder
autism spectrum disorder
gestational diabetes, cerebral palsy
behavior interventions
positive reinforcement
social-emotional learning
atypicality, verbal comprehension
psychoeducational evaluation
speech and language therapy

PUNCTUATION

Commas & Semicolons

Commas in a series

In a series consisting of three or more elements, separate the elements with commas.

When a conjunction (like, and, or) joins the last two elements in a series, include a comma before the conjunction (the Oxford comma).

Correct

- ✓ Shaynice likes to dance, play video games, and ride the bike.

Semicolons in a series

If one or more items in a series has an internal comma, separate the elements with semicolons.

Correct

- ✓ Shaynice and Antonio like to dance to their favorite band, The Killers; play video games with
- ✓ their little brother; and ride their bikes.

Commas joining two independent clauses

Use a comma to separate two independent clauses that are separated by a conjunction.

Pro Tip: If the clause on each side of the conjunction can stand alone as an independent sentence, use a comma!

Correct

- ✓ Roberto came willingly to testing sessions, and Roberto talked readily with the examiner.
- ✓ Roberto came willingly to testing sessions and talked readily with the examiner.

Semicolons joining two independent clauses

Use a semicolon to separate two independent clauses that are not joined by a conjunction.

Correct

- ✓ Roberto answered all interview questions without hesitating; Roberto was reluctant to answer
- ✓ reading comprehension questions when they were asked.

PUNCTUATION

Semicolons joining two independent clauses

Use a semicolon and a comma to separate two independent clauses that are joined by an adverb or transitional expression (such as however, indeed, moreover, nevertheless, therefore, thus, for example, in addition, or namely).

Alternatively, the clauses can be split into two separate sentences.

Correct

- ✓ Roberto answered all interview questions without hesitating; however, Roberto was reluctant to answer reading comprehension questions when they were asked.
- ✓ Roberto answered all interview questions without hesitating. However, Roberto was reluctant to answer reading comprehension questions when they were asked.

Commas and essential (and nonessential) clauses

DO Use a comma (or commas) to set off nonessential words, phrases, and clauses in a sentence

- A nonessential clause provides additional information but is not necessary to the sentence.
- You can tell a clause is not essential if the meaning of the sentence stays the same when you remove the clause.

Correct

- ✓ The classroom, however, was very cold.
- ✓ Gregorio, seeking a snack, quickly finished the worksheet.
- ✓ Claudia's mother, who is an engineer, picks Claudia up from school every day.

DO Use a comma (or commas) to set off nonessential words, phrases, and clauses in a sentence

Correct

- ✓ The student sitting next to Gregorio took Gregorio's snack.
- ✓ The observation that was conducted by the examiner indicated that Roberto uses age-appropriate social skills.

Commas and dates

DO Use a comma to set off the year in exact dates.

Correct

- ✓ May 5, 2018, was the date Evelyn adopted a puppy.

DO NOT Use a comma when stating general timeframes

Correct

- ✓ May 2018 was the month Evelyn adopted a puppy.

PUNCTUATION

Commas and numbers

DO Use a comma to separate groups of three digits in most numbers of 1,000 or more.

Correct

- ✓ Jeannie had 1,200 stuffed animals at home, according to her mother.

Commas and ages and measurements

DO NOT Use a comma to separate parts of measurement.

Correct

- ✓ 5 years 3 months
- ✓ 10 lb 4 oz
- ✓ 2 minutes 58 seconds

Commas and qualifiers

Qualifiers are statements indicating a place, time, characteristic, or other descriptive factor. They usually begin with words like when, if, or before. They also include words that indicate an exception, such as but, although, and however.

- When a sentence begins with a qualifying statement, place a comma between the qualifier and the second part of the sentence.

Correct

- ✓ On weekends, Fred likes to dance, play video games, and ride the bike.
- ✓ If Sally is sitting in the front row, Sally can see better.
- ✓ However, Sandy did not want to go.
- ✓ Although the counter was short, John could not reach it.

- When a qualifier is contained within a sentence, place a comma before and after.

Correct

- ✓ However, when Tara was tired, she put her head down.

Commas and quotation marks

Place a comma before the quotation mark when the quoted phrase is within a non-quoted sentence.

Correct

- ✓ She correctly answered fact-based questions, such as, "What is the first event Troy's family goes to on the Fourth of July?" or "What office is Gerald running for?"
- ✓ Tori looked at a girl who was throwing a tantrum and stated, "Like a baby," while making a gesture.

PUNCTUATION

Commas and abbreviations

Place a comma after an abbreviation, such as e.g., and i.e.

Correct

- ✓ Tatiana likes playing with toys (e.g., building blocks, doll houses, and LEGOs).
- ✓ Amir threw a tantrum (i.e., dropped to the floor, cried loudly, and tossed items).

Hyphens

Hyphens are used frequently in our field. Below are some general guidelines and examples of high-frequency terms we use that are (or are not) hyphenated. APA advises to use the Merriam-Webster.com Dictionary if you have questions about whether to hyphenate a word. If it doesn't show up in the dictionary, the word is considered a temporary compound word. In that case, use the general guidelines below to help determine whether to use a hyphen.

Never use a space around a hyphen.

Hyphenate compound adjectives (two adjectives that occur together before a noun)

DO Use a hyphen to avoid misreading a compound adjective (occurring before a noun).

Correct

- ✓ rule-breaking behavior
- ✓ behavior related to rule breaking
- ✓ high-anxiety group
- ✓ group with high anxiety

Exception 1: DO NOT hyphenate compounds that include a comparative adjective.

Correct

- ✓ higher scoring students
- ✓ better written paper

Exception 2: DO NOT hyphenate compounds that include adverbs (words ending in -ly).

Correct

- ✓ widely used assessment
- ✓ relatively easy task

PUNCTUATION

Hyphenate phrases used as adjectives when they come before the term they modify

Correct

- ✓ word-by-word recitation
- ✓ to-be-recalled items
- ✓ all-or-none scenario

Sometimes hyphenate words with prefixes

DO NOT hyphenate most words with prefixes. Instead, write as one word.

Correct

- | | | |
|-------------------|------------------|--------------------|
| ✓ antisocial | ✓ minisession | ✓ reevaluation |
| ✓ bilingual | ✓ nonsignificant | ✓ socioeconomic |
| ✓ coworker | ✓ overaggressive | ✓ subtest |
| ✓ extracurricular | ✓ posttest | ✓ unbiased |
| ✓ midterm | ✓ pretest | ✓ underappreciated |

DO hyphenate words with prefixes if they could be misunderstood.

Correct

- ✓ re-pair [to pair again]
- ✓ re-form [to form again]
- ✓ re-create [to create again]

DO hyphenate words with prefixes when the prefix ends and the base letters begin with the same vowel.

Correct

- ✓ meta-analysis
- ✓ co-occur

DO hyphenate words with prefixes when the base word is capitalized, is a number, or is abbreviated.

Correct

- ✓ pro-American
- ✓ post-2018
- ✓ pre-BASC

PUNCTUATION

Always hyphenate compound words with self, whether they are adjectives or nouns

Correct

- ✓ self-report questionnaire
- ✓ the assessment was self-paced
- ✓ self-esteem

Hyphenating numbers

DO Use hyphens for spans of time and estimates of time, distance, or other quantities, unless the word from or similar is used; then the word to should be spelled out rather than using a hyphen.

Correct

- ✓ 1-2 hours per day
- ✓ 3:15-3:45 p.m.
- ✓ 1999-2016
- ✓ from 9:15 to 10:45

Do not hyphenate racial and ethnic group names

Correct

- ✓ Victoria is Asian American.
- ✓ They are an Asian American family.

Hyphenating ages & grades

DO Use hyphens when you use a person's age as an adjective or a noun.

Correct

- ✓ The 6-year-old boy demonstrated appropriate gross motor skills.
- ✓ The 6-year-old wore a purple shirt and was dressed appropriately for the weather.

DO NOT Use hyphens when you use a person's grade (ordinal number) as an adjective or a noun.

Correct

- ✓ Jodi is a 4th grade student.
- ✓ Jodi went outside with the rest of the 4th graders.

DO NOT Use hyphens when you state an age after the noun that describes it.

Correct

- ✓ The boy is 6 years old.

PUNCTUATION

Common Words We Wonder About Hyphenating

Hyphenate

sage-appropriate	social-emotional learning
age-typical	off-task
well-adjusted	open-ended
rule-breaking	self-control
grade-level	multiple-choice question
self-esteem	text-to-speech
visual-spatial	self-talk
problem-solving	

DO NOT Hyphenate

pretest	midyear
posttest	socioeconomic
reevaluation	small group instruction
fine motor	subtest
overaggressive	multiple choice
gross motor	intact
nonverbal	multistep

Slash Marks

Use slash marks when writing dates when the month, day, and year are known. BUT if only month and year are known, spell out month and use four-digit year.

Correct

- ✓ 8/20/2019
- ✓ 10/6/2019
- ✓ 12/20/2019
- ✓ Dates of testing: 6/20, 6/21, & 6/22/2019
- ✓ March 2023

Use slash marks (sparingly) when describing two common things. Do not use slash marks when comparing or contrasting things that are different.

Correct

- ✓ Difficulties adjusting to new environments/routines.
- ✓ Consider providing speech support or extended time.

Incorrect

- ✗ Consider providing speech support/extended time for tests.

PUNCTUATION

Use slash marks when setting off English phonemes.

Correct

✓ lol

Do not use slash marks when a phrase would be clearer.

Correct

✓ Each child handed the report card to their parent or guardian.

Incorrect

✗ Each child handed the report card to their parent or guardian.

Ampersand

Do not use the ampersand (&) in the body of the report.

PUNCTUATION

Quotation Marks

When to use quotation marks.

Use quotation marks when quoting others verbatim.

Correct

- ✓ George said, "I love to go biking with my mom."

Use quotation marks when giving examples.

Correct

- ✓ Cory correctly answered fact-based questions, such as, "What is the first event Troy's family goes to on the Fourth of July?" or "What office is Gerald running for?"

Use quotation marks when using highly informal language (i.e., slang) to illustrate a point.

Correct

- ✓ When talking with her teacher, Sally communicated using what can best be described as a "whiney" voice tone.

When NOT to use quotation marks.

DO NOT Use quotation marks when citing a letter, word, phrase, or sentence as a linguistic example.

Instead, *ITALICIZE!*

Correct

- ✓ Ida frequently substituted incorrect words for correct words, such as breathe for breath.

Incorrect

- ✗ Ida frequently substituted incorrect words for correct words, such as "breathe" for "breath."

DO NOT Use quotation marks to hedge. No punctuation needed.

Correct

- ✓ The teacher rewarded the class with tokens.

Incorrect

- ✗ The teacher "rewarded" the class with tokens.

PUNCTUATION

How to correctly punctuate sentences with quotation marks.

Place end marks (question marks, exclamation points) inside the quotation mark, IF the punctuation mark (question mark, exclamation point) belongs with the quoted material. Note: Commas and periods always go inside the end quotation mark.

Correct

- ✓ Kira asked the examiner, "When can we take a break?"
- ✓ Did the dog bark every time Sally said "I'm bringing dinner"?

Place a comma before the quotation marks when the quoted phrase is within a non-quoted sentence.

Correct

- ✓ The teacher asked De'Shawn, "Would you like to be the line leader this week?"

Place a comma, question mark, or exclamation point (in lieu of a period) inside the quotation before continuing the sentence.

Correct

- ✓ Lisa looked at a classmate who was throwing a tantrum and stated, "Like a baby," while making a gesture.

When two or more quotes are contained within the same sentence, each should be separated by their own beginning and end mark. Internal quotes are only used when there is a quote-within-a-quote.

Correct

- ✓ The book stated, "Arnold yelled, 'I'll be back!'"

Incorrect

- ✗ Arnold yelled, 'I'll be back!'

Apostrophes

The possessive of a noun is formed by adding only an apostrophe when the noun ends in s and by adding both an apostrophe and s when it ends in a letter other than s.

Correct

- ✓ Jonas' family likes going to baseball games together.
- ✓ Jonny's family likes going to basketball games together.

Incorrect

- ✗ Jonas's family likes going to soccer games together.

NUMBERS, DATES, AND TIME

Dates

Writing Dates

Write dates in the M/D/YYYY style with no leading 0.

Correct

- ✓ 8/20/2019
- ✓ 10/6/2019
- ✓ 12/20/2019

When listing testing dates on the top of the report, put M/D, M/D, & M/D/YYYY.

Correct

- ✓ Dates of testing: 6/20, 6/21, & 6/22/2019

If only month and year are provided, spell out month and use four-digit year.

Correct

- ✓ Jonny passed a vision and hearing screening in December 2018.
- ✓ Tony's previous assessment from March 2018 indicated...

Time

When expressing the time of day, use lowercase a.m. and p.m. with periods, and always use numerals. If an exact hour, no :00 is required. There should be a space between the numeral and the abbreviation.

Correct

- ✓ Ryan was observed from 11:15 a.m. to 12:15 p.m.
- ✓ Janice went to recess at 1 p.m.

Incorrect

- ✗ Ryan was observed from 11:15am to 12:00pm.
- ✗ Janice entered the classroom at 10 AM.

Numbers

The general rule for number use is to spell out numbers one through nine and use numerals for numbers 10 and above. See below for examples and exceptions.

Correct

- ✓ One time, Viviana looked up and smiled.
- ✓ Juanita missed two questions on the test.
- ✓ Santiago correctly read 17 words.
- ✓ Rafael arrived at the correct answer on the 23rd trial.

NUMBERS, DATES, AND TIME

Using numerals to express numbers.

Use a numeral for a number that directly precedes a unit of measurement.

Correct

- ✓ Joey weighed 4 lb 3 oz at birth.

Use a numeral for a number that represents percentages, ratios, and fractional quantities.

Correct

- ✓ Gerardo's highest test grade is 67%.

Use a numeral for numbers that represent time, ages, scores, and points on a scale.

Correct

- ✓ Susie reportedly spends 1-2 hours on homework every night.
- ✓ Tony remained on task for 5 minutes.
- ✓ Marisela is a 13-year-old Hispanic student who lives with married parents and two younger brothers (8 & 11).
- ✓ Carina obtained an overall IQ score of 84.

Exception: Use words when you use approximations for numbers of days, months, and years.

Correct

- ✓ Tanya visited Mexico approximately seven months ago.

Use a numeral when referring to grade.

Correct

- ✓ Antonia is in 9th grade.

Using words to express numbers.

Use words when a number begins a sentence (or reword your sentence).

Correct

- ✓ Ninety-two percent of the time, Gerardo attended school every time.
- ✓ Twelve students made progress, and 12 students did not make measurable progress.

Use words when writing common fractions.

Correct

- ✓ One-third of the class was absent.

NUMBERS, DATES, AND TIME

Using ordinal numbers.

Use superscript when writing ordinal numbers.

Correct

- ✓ Joe is currently in 10th grade

Incorrect

- ✗ Joe is currently in 10th grade.

Follow the same rules for ordinal numbers as for cardinal numbers. Spell out first through ninth, then use 10th, 11th, 12th, etc.

Correct

- ✓ The level of family acculturation is first generation.

Incorrect

- ✗ The level of family acculturation is 1st generation.

Exception: Always use the ordinal for grade levels; when accompanied by a unit of measure; when referring to editions of a test; and when the ordinal represents time, ages, scores, and points on a scale.

Correct

- ✓ Nina is a 2nd grade student.



Incorrect

- ✗ Nina is a second-grade student.



FORMATTING DOS AND DON'TS

Avoid awkward page breaks.

Use hard page breaks (CTRL+Enter) instead of manual returns (Enter) to make sure to start headings on a new page, especially in the appendices.

<p>Observations Conducted by Marlene Schwaighofer</p> <p>XX was observed on 4/11/2018 for approximately 30 minutes in his general education classroom. He was working in a group with 6 other students on a book project. He was observed to speak in a louder voice when compared to his peers. He used gestures when he was talking. XX frequently asked his teacher questions and seemed nervous about time. He was observed to positively engage with his peers. He tended to start off-topic conversations and complained about the work assignment. XX repeated to a peer, "Witches are not real," indicating that he thinks very concretely.</p>	
<p>Observations Conducted by Marlene Schwaighofer</p> <p>XX FY CONFIDENTIAL</p> <hr/> <p>XX was observed on 4/11/2018 for approximately 30 minutes in his general education classroom. He was working in a group with 6 other students on a book project. He was observed to speak in a louder voice when compared to his peers. He used gestures when he was talking. XX frequently asked his teacher questions and seemed nervous about time. He was observed to positively engage with his peers. He tended to start off-topic conversations and complained about the work assignment. XX repeated to a peer, "Witches are not real," indicating that he thinks very concretely.</p>	

Use a single blank line between sections and subsections.

<p>Auditory Processing XX's performance in this area was slightly low compared to same-age peers but still within normal limits. SS was able to provide a word that has a specific phonemic element in a specific location, to name as many words as possible that begin with a specified sound in one minute and substitute a part of a word to create a new word. XX was able to repeat made-up words that increased in length.</p> <p>Long-Term Retrieval XX's performance in this area was age-typical. XX did well when asked to recall details from stories played from an audio recording that increased in length. XX demonstrated memory of names and symbols after some teaching from the examiner at a level that is age typical.</p>	
<p>Auditory Processing XX's performance in this area was slightly low for his age but still within normal limits when compared to same age peers. He was able to provide a word that has a specific phonemic element in a specific location, to name as many words as possible that begin with a specified sound in one minute and substitute a part of a word to create a new word. He was able to repeat made-up words that increased in length.</p> <p>Long-Term Retrieval XX's performance in this area was age-typical. He did well when asked to recall details from stories played from an audio recording that increased in length. He demonstrated memory of names and symbols after some teaching from the examiner at a level that is typical for his age.</p>	

FORMATTING DOS AND DON'TS

Be sure headings in tables are not split awkwardly.

Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)							
Verbal Comprehension							
Tests that measure the ability to understand and reason with language.							
Subtest/Cluster	Description	Extremely Low	Very Low	Low Average	Average	High Average	Very High
Similarities	The examinee describes how two common objects or concepts are similar.				SS=9 PR=37		
Vocabulary	The examinee gives definitions for words that are read aloud.				SS=10 PR=50		
Verbal Comprehension Index	Combination of similarities and vocabulary subtests.				SS=98 PR=45		

✓

Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)							
Verbal Comprehension							
Tests that measure the ability to understand and reason with language.							
Subtest/Cluster	Description	Extremely Low	Very Low	Low Average	Average	High Average	Very High
Similarities	The examinee describes how two common objects or concepts are similar.				SS=9 PR=37		
Vocabulary	The examinee gives definitions for words that are read aloud.				SS=10 PR=50		
Verbal Comprehension Index	Combination of similarities and vocabulary subtests.				SS=98 PR=45		

⊘